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"But it is, perhaps, too early to be sure just what is behind Mendel's law."
M. W. WISEMAN.

Die Prinzipien und Methoden der Intelligenzprüfung. Von TH. ZIEHEN. Berlin, S. Karger, 1908. pp. 61.

A reprint, with notes, of a lecture read before the International Congress of Psychiatry at Amsterdam, 1907. The lecture gives an interesting account of the methods used in the testing of defective intelligence in Professor Ziehen's Berlin clinic, accompanied by psychological commentary. First in order stand the tests of retention or deposition: here the author discusses the value for the test of school knowledge *versus* everyday knowledge, the difference between retention of single ideas and retention of ideational complexes, the status of retention in the normal uneducated individual as referred to his everyday knowledge, the relation of retention to *Merkfähigkeit*, etc. A characteristic test is the following: First, a problem in the simple multiplication of one-place figures is given; then six one-place numbers are read off, and the patient repeats them; then six other numbers are read off, and repeated as before; and, finally, the patient is asked to recall the problem set him at the beginning of the test. A typical visual test, in which a geometrical figure is shown for 15 sec. and drawn from memory after an interval of 15 sec., is also described. Secondly, the author speaks of tests of ideational development and differentiation. He instances typical questions for the testing of power of generalization and specification, typical stories told for the testing of the patient's capacity for abstract ideas, questions whose answers presuppose analysis or synthesis or discrimination, etc. Questions that call for a definition he regards as, in general, unsuitable. Thirdly, we have tests of reproduction, carried out by the ordinary methods of the association experiment. Fourthly and lastly come tests of combination. These have a wide range: tests of the patient's orientation in his novel surroundings, tests of inversion of association (months said backwards, *e g.*), tests with puzzle blocks, simple arithmetical tests (easy equations, rule of three), Ebbinghaus' mutilated texts, reproduction of the main feature or main causal relation embodied in a story or picture.

As important conclusions we may single out the following. The question of time, of the rate of intellectual achievement, plays but an inconsiderable part in clinical investigation of the kind here described. There is no certain method of eliminating the influence of grave derangements of association and of emotion. Every test of intelligence should be preceded by a test of attention (cancellation of letters, tachistoscope, mean variation).

Psychologically, the lecture appears somewhat too formal and too clean-cut in its distinctions. The psychology of intellect is still in a very backward condition. To the practical psychiatrist, on the other hand, Professor Ziehen's descriptions and comments will be exceedingly useful. It seems possible, too, that the careful sifting out of tests of defectives may leave a remainder, of valid forms of test, which will be of service to normal psychology as indicating the principal easily differentiable aspects of intellectual function, and thus furnishing rubrics for the study of the normal subject.

L. TURLEY.

La pathologie de l'attention. Par N. VASCHIDE et R. MEUNIER. Bibliothèque de psychologie expérimentale et de métapsychie. Paris, Librairie Bloud et Cie, 1908. pp. 117.

The authors of this little essay begin by asserting that we have as yet no normal psychology of attention, and that it will be useful to bring together the experimental results derived from the study of the

attention in abnormal cases. They point out that the only writer upon the psychology of attention who has devoted thought and space to the question of the abnormal is Ribot, and they accordingly summarize the treatment of the subject found in the *Psychologie de l'attention* of that author. The body of the essay is then taken up with the exposition, along with more or less of running commentary, of the methods (reaction time, perimetrical measurement, mental work, fluctuation, æsthesiometry, etc.) employed by various investigators of abnormal attention from de Sanctis to Consoni, Marie, Wiersma, etc. Special chapters are assigned to the work of A. Rémond at Nancy (1888) and of Raymond and Janet at the Salpêtrière. The names of experimenters, state of their subjects, and reported state of attention, are brought together in a useful chronological table on pp. 108-110. The authors phrase their conclusions as follows. (1) All states of intellectual inferiority, congenital or acquired, stationary or progressive, are accompanied by hypoproselia. (2) Certain neuropathic states may be accompanied, at least momentarily and exceptionally, by a hyperproselia, which is itself a condition and not a disease. (3) All mental disorders that take the form of delirium are characterized by parapselia. With the experimental means now at our disposal, we cannot give quantitative expression to these qualitatively different morbid or abnormal states of attention. (4) Distraction is either merely a transient hypoproselia, or an incapacity of attention to maintain itself under some determinate form, *i. e.*, a mental disorientation.

It is clear that these conclusions are very general, and that they give us little insight into the mechanism of disordered attention. Of attention itself we are told only that it stands to the intelligence as reflex irritability stands to the nervous system, and that it presents many different aspects, according as it is spontaneous or voluntary, conscious or automatic, emotive or intellectual, and in these cases conscious or subconscious, etc. A deeper going analysis may be expected from the forthcoming *Psychologie de l'attention* by M. Rivière.

W. JENKINS.

Notes on the Development of a Child. II. The Development of the Senses in the First Three Years of Childhood, by MILICENT WASHBURN SHINN. The University Press, Berkeley, Cal., 1907. 258 p.

In this, the second volume of her *Notes on the Development of a Child*, Dr. Shinn has made a most important contribution to the psychology of infancy. While the source of the original data for the work, as in the case of the author's earlier publications, is the carefully kept record of her own observations upon her niece, this has been supplemented by not only the few scientific records which are available in printed form but by a number of manuscript records obtained through the agency of the Association of Collegiate Alumnae, of whose child-study committee Dr. Shinn has for many years been chairman. The result of this carefully collated material is the most systematic and complete record of the development of the senses that has yet been contributed to psychology. In the introduction there is a brief discussion of the methods of child study, the principles of classification which have been used by different students of child psychology, including the author's own, of which the guiding idea is that of "*a progressive movement consisting of the integration of simpler activities into more complex and the differentiation of specialized ones out of generalized*," and an anticipatory summary of conclusions.

Under the principle above mentioned the book is divided into four parts. Part I deals with the sensibility of the new born, bringing together and tabulating for comparison the tests and observations of